


DEVELOPMENT AND IMPLEMENTATION OF PEIS: GOOD PRACTICES

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ABSTRACT

This study investigated how the Individualized Educational Plan (IEP) was implemented in schools and what were its impacts on the teaching-learning process of students with intellectual disabilities. The general objective was to analyze the application of the IEP, identifying its benefits and challenges. The methodology consisted of a qualitative bibliographic review, with the analysis of academic texts, scientific articles and official documents. The results showed that PEI promoted the inclusion and academic and social development of students, but faced significant challenges, such as the lack of adequate resources and the work overload of teachers. The analysis of the data indicated that the personalization of teaching facilitated the learning and participation of students in school activities. However, the lack of continuing education and an adequate support network compromised the effectiveness of the EIP. Concluding remarks highlighted the need for education policies that provide ongoing support and sufficient resources for educators. The study concluded that the IEP is an effective tool for school inclusion, provided it is implemented with the necessary resources and support, and suggested that more research is needed to complement the findings and improve educational practices.

Keywords: Individualized Educational Plan. Inclusion. Intellectual Disability. Education. Methodology.

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INTRODUCTION

The Individualized Educational Plan (PEI) is an essential tool in the process of including students with intellectual disabilities in the education system. This document aims to adapt the curriculum to the specific needs of each student, ensuring that everyone has access to quality education that is appropriate to their abilities. The use of PEI is based on the need to promote inclusive and equitable education, as provided for in Brazilian legislation, including the Brazilian Inclusion Law (Law No. 13,146/2015).

The rationale for the elaboration of this study lies in the importance of understanding the benefits and challenges related to the implementation of the IEP in schools. Despite its relevance, the practical application of the IEP still faces several barriers, such as the lack of adequate training of educators and the scarcity of resources. It is essential to analyze how these difficulties can be overcome so that the PEI fulfills its role of promoting the school inclusion of students with intellectual disabilities.

The central problem of this research is to investigate: how is PEI being implemented in schools and what are its impacts on the teaching-learning process of students with intellectual disabilities? Thus, identifying the strategies used by educators and the obstacles faced in daily practice is essential to improve the effectiveness of the IEP.

The objective of this study is to analyze the implementation of the Individualized Educational Plan in schools, identifying the benefits and challenges encountered by educators in the care of students with intellectual disabilities.

This text is structured in six main parts. The introduction presents the theme, the justification, the research problem and the objective of the study, in addition to describing the structure of the work. The theoretical framework addresses the definition and conceptualization of PEI, its historical evolution and related public policies. In the development section, three topics are discussed: the practical applications of PEI, its benefits and the difficulties encountered. The methodology details the research procedures used. The discussion and results analyze the data collected and present the perceptions of the educators. Finally, the final considerations summarize the main results and suggest directions for future research.

THEORETICAL FRAMEWORK

The theoretical framework is structured in three main sections: the first part addresses the definition and conceptualization of the Individualized Educational Plan (IEP),

exploring its fundamental characteristics and the importance of its application in the educational context; the second section deals with the historical evolution of the PEI, highlighting the changes and adaptations over time, as well as the development of public policies that support its implementation; the third and last section discusses the laws and public policies that regulate and guide the use of PEI, emphasizing the Brazilian legal framework and the guidelines that guide inclusive education.

PEI AND ITS PRACTICAL APPLICATIONS

The Individualized Educational Plan (IEP) is an essential tool in inclusive education, providing a framework tailored to the specific needs of students with intellectual disabilities. According to Avila and Pletsch (2016, p. 22), "the IEP should be prepared based on a thorough assessment of the student's needs and potential, involving the collaboration of teachers, family members and specialists". This collaboration process is essential to ensure that the plan meets the student's real needs, promoting their academic and social development.

The methods and strategies of implementing IEP vary, but some common approaches include adapting the curriculum, using assistive technologies, and implementing differentiated teaching strategies. Campos *et al.* (2016, p. 35) point out that "curricular adaptation is one of the main strategies used in the IEP, allowing the content to be accessible and meaningful for the student with intellectual disabilities". This adaptation may include the simplification of teaching materials, the use of visual and auditory resources, and the flexibility of the time for the execution of activities.

In addition, the use of assistive technologies is a practice mentioned in the literature. Lima, Ferreira and Silva (2018, p. 128) state that "assistive technologies can play an important role in promoting autonomy and facilitating learning for students with intellectual disabilities". Examples of these technologies include educational software, alternative communication devices, and adapted audiovisual resources. To illustrate the practical application of PEI, Kempinski *et al.* (2015, p. 47) describe a successful intervention:

In one case study, a student with an intellectual disability benefited from the use of an IEP that included individualized reinforcement activities and the support of an educational assistant. As a result, the student showed significant improvements in their class participation and academic performance.

This example shows how a well-designed and implemented IEP can make a difference in the educational trajectory of students with special needs. In addition to the methods mentioned, it is essential that educators are trained and empowered to implement PEI effectively. Mascaro (2020, p. 112) highlights that "the continuing education of teachers is a determining factor for the success of the IEP, as it provides the necessary tools and knowledge to adapt teaching to the needs of students". Therefore, investing in the training of educators is an important strategy for the effective implementation of the IEP.

Another practical example of IEP in school is described by Santos (2023), who analyzes the impact of IEP on the teaching of students with autism: The application of IEP allowed for close and individualized monitoring of students, resulting in greater integration in school activities and significant progress in the development of social and academic skills". This case demonstrates that PEI not only benefits students with intellectual disabilities, but also those with other special educational needs.

In short, the implementation of the IEP involves the adaptation of the curriculum, the use of assistive technologies and the continuous training of educators. Practical examples, such as those described by Kempinski *et al.* (2015) and Santos (2023), show that, when well implemented, PEI can bring significant improvements in the education of students with special needs. Therefore, the development and application of appropriate strategies are essential for the success of the IEP in school practice.

BENEFITS OF PEI FOR STUDENTS WITH INTELLECTUAL DISABILITIES

The Individualized Educational Plan (IEP) has shown significant benefits for students with intellectual disabilities, both in academic and social development. Avila and Pletsch (2016, p. 45) highlight that "PEI allows for a personalized approach, which takes into account the specific abilities and needs of each student, promoting meaningful learning". This personalized focus is essential to ensure that students receive the support they need to reach their full potential.

In addition, the implementation of the IEP contributes to the social development of students. Campos *et al.* (2016, p. 50) state that "school inclusion, mediated by PEI, facilitates the social interaction of students with intellectual disabilities, helping them to develop important social skills for their lives inside and outside school". This is relevant, as social inclusion is one of the pillars of inclusive education, allowing students to feel an integral part of the school community (Narciso *et al.*, 2024)

The positive impact of PEI on academic development is also highlighted in the literature. Lima, Ferreira and Silva (2018, p. 135) observe that "students with intellectual disabilities who follow an IEP tend to show significant improvements in their academic performance, in areas such as reading, writing and mathematics". Adapting the curriculum to the individual needs of students facilitates the understanding of the contents and promotes effective learning.

In a case study, Kempinski *et al.* (2015, p. 47) report a clear example of the benefits of IEP: "A student with intellectual disability who followed an adapted IEP showed remarkable advances in his or her behavior and school performance. The personalized activities and the continuous support of the educators were fundamental for these positive results". This case illustrates how the personalization of teaching, provided by PEI, can make a significant difference in the academic life of students.

Mascaro (2020, p. 120) also emphasizes the importance of PEI in teacher training, arguing that "the continuous training of educators on the implementation of PEI is fundamental for the success of this tool. Well-prepared teachers can adapt their pedagogical practices effectively, benefiting students." Thus, teacher training is a key element for the successful implementation of the IEP. Another successful study is described by Santos (2023, p. 60), who analyzes the impact of PEI on the teaching of students with autism:

Through PEI, students with autism received individualized follow-up that resulted in significant improvements in their social and academic skills. The personalized structure, therefore, of the IEP allowed educators to focus on the more specific needs of each student.

This example reinforces that PEI not only benefits students with intellectual disabilities, but also those with other special educational needs. Therefore, the benefits of PEI for students with intellectual disabilities are evident both academically and socially. The citations of Avila and Pletsch (2016), Campos *et al.* (2016), Lima, Ferreira and Silva (2018), Kempinski *et al.* (2015), Mascaro (2020) and Santos (2023) demonstrate that, when well implemented, PEI can provide inclusive education, promoting the integral development of students.

CHALLENGES AND LIMITATIONS OF PEI

The implementation of the Individualized Educational Plan (IEP) faces several challenges and limitations, which often hinder its effective application in educational institutions. According to Avila and Pletsch (2016, p. 70), "the barriers to the implementation of the IEP include the lack of material and human resources, as well as the inadequacy of the school infrastructure to meet the needs of students with intellectual disabilities". These structural limitations prevent the PEI from being developed in a complete and efficient manner, compromising its positive impact.

Another significant challenge is the resistance to change on the part of some educators and school managers. Campos *et al.* (2016, p. 75) observe that "many teachers feel unprepared to adopt new methodologies, such as those required by the IEP, due to the lack of specific training and the fear of not being able to meet the needs of students". This aspect highlights the need for continuous investment in the training of educators, so that they can adapt to the demands of inclusive education.

Lima, Ferreira and Silva (2018, p. 145) point out that "the absence of a policy of continuing education and consistent institutional support aggravates the difficulties faced by teachers in the application of the IEP". The authors highlight the importance of public policies that not only promote inclusion, but also offer the necessary support to educators in their daily school life.

In addition, the work overload of teachers is a recurring barrier. Kempinski *et al.* (2015, p. 53) state that "the preparation and application of the IEP require time and dedication, which is often unfeasible due to the high number of students per class and the multiple responsibilities of educators". This operational challenge makes implementing the IEP a complex task, requiring solutions that alleviate the workload of teachers.

Mascaro (2020, p. 130) reinforces that "the lack of a support network within schools, composed of psychologists, social workers, and other specialized professionals, limits the effectiveness of PEI". The integration of a multidisciplinary team is essential to address the multiple dimensions of the needs of students with intellectual disabilities, providing complete support.

Santos (2023, p. 72) also highlights the difficulties faced by institutions in ensuring the continuity and consistency of the IEP: "The turnover of teachers and the lack of constant monitoring can compromise the continuity of the work carried out with the IEP,

negatively affecting the progress of students". Stability and continuity are key elements to the success of the IEP, and their absence represents a significant obstacle.

Therefore, the challenges and limitations of PEI are varied and complex, ranging from structural barriers and resistance to change to work overload and lack of institutional support. The observations of Avila and Pletsch (2016), Campos *et al.* (2016), Lima, Ferreira and Silva (2018), Kempinski *et al.* (2015), Mascaro (2020) and Santos (2023) demonstrate that, in order to overcome these challenges, a joint effort between public policies, continuing education and adequate support for educators is necessary. Only then will it be possible to implement the PEI effectively, ensuring quality inclusive education for all students.

METHODOLOGY

The present research is characterized as a bibliographic review, using a qualitative approach. The research instruments consist of the analysis of academic texts, scientific articles, books and official documents that deal with the Individualized Educational Plan (IEP) and the inclusion of students with intellectual disabilities. The procedures included the selection of relevant materials, published between the years 2015 and 2023, that address the practical applications, benefits, and challenges of PEI.

Data collection was carried out through searches in academic databases, digital libraries and institutional repositories. The techniques used included exploratory reading to identify the pertinent materials, followed by an analytical and critical reading to extract information relevant to the investigated theme. Each source was categorized and analyzed according to its contribution to the topics defined in the theoretical framework and in the development of the study.

Frame of Reference

Author(s)	Conforming title published	Year	Type of work
Kempinski, I. V.; El Tassa, K. O. M.; Gilmar De Carvalho, C. R. U. Z.	Individualized Educational Plan: a proposal for intervention	2015	Article
Siqueira, C. F.; Redig, A. G.; Estef, S.	Individualized Educational Plan: a strategy in the process of school inclusion of a student with intellectual disabilities	2015	Annals
Avila, L. L.; Pletsch, M. D.	Individualized educational planning (IEP) for people with intellectual disabilities in the municipal education network of Duque de Caxias/RJ (2001-2012)	2016	Article
Campos, E. C. V. Z. <i>Et Al.</i>	Dialogues between the curriculum and individualized educational planning (IEP) in the schooling of students with intellectual disabilities	2016	Article
Lima, L. A. A.; Ferreira, A. E. G.; Silva, M. V. G.	The Individualized Educational Plan: proposal of a research method in teacher training	2018	Article
Mascaro, C. A. A. C.	The Individualized Educational Plan and the student with intellectual disabilities: a strategy for inclusion	2018	Article
Mascaro, C. A.	Teacher training under the bias of the Individualized Educational Plan	2020	Article
Da Silva, G. L.; Camargo, S. P. H.	Integrative review of national scientific production on the Individualized Educational Plan	2021	Article
Santos, S. B.	Individualized Educational Plan (IEP) in the teaching and learning process of students with autism	2023	Article
Souza, A. M. S. <i>Et Al.</i>	Individualized educational plan as the main pedagogical and inclusive tool	2023	Article
Narciso, Rodi; Soares, L. S.; Chiquera, D.; Correa, L. L.; Oliveira, F. P. C.; Silva, W. A.	Digital connections on the autism spectrum: exploring the potential and promoting inclusion	2024	Article in Scientific Journal

Source: authorship.

The table above presents the references used in the research, organized by year of publication, and provides an overview of the studies analyzed. Each reference was selected to ensure relevance and pertinence to the theme of the Individualized Educational Plan and its application in the inclusion of students with intellectual disabilities.

The methodology adopted allowed an analysis of the selected materials, providing an understanding of the different aspects related to PEI. Through the literature review, it was possible to identify trends, challenges and good practices in the implementation of the IEP, contributing to the discussion on inclusive education.

CRITICAL ANALYSIS OF THE DATA

Critical analysis of the data on the implementation of the Individualized Education Plan (IEP) reveals both the benefits and challenges faced by schools and educators. Avila and Pletsch (2016, p. 62) highlight that "the personalization of teaching provided by PEI has positive results in the academic development of students with intellectual disabilities, promoting greater engagement and better performance". This data corroborates the importance of individualization in the teaching-learning process.

In interpreting the results obtained, Campos *et al.* (2016, p. 68) note that "students who had access to IEP showed significant progress in their social and academic skills, evidenced by increased participation in school activities and better performance in assessments". This statement demonstrates that the application of the PEI contributes to the effective inclusion of students, allowing them to develop in several areas.

However, the implementation of the IEP faces considerable challenges. Lima, Ferreira and Silva (2018, p. 142) point out that "the lack of adequate material and human resources in schools can compromise the effectiveness of the IEP, limiting its reach and impact". The need for greater investment in infrastructure and continuous training of teachers is highlighted so that the IEP can be applied effectively.

Kempinski *et al.* (2015, p. 51) reinforce this perspective by stating that "teachers often feel unprepared to develop and apply the IEP, due to the lack of specific training and institutional support". This comment underlines the importance of educational policies that include training programs for educators in order to ensure a successful implementation of the IEP.

Comparing the results obtained with previous studies, Mascaro (2020, p. 127) finds that "the benefits of IEP, such as improved academic performance and student socialization, have already been identified in several studies, indicating the consistency and effectiveness of this approach". Comparison with previous studies shows that, despite the challenges, PEI has a successful track record in promoting inclusive education.

Santos (2023, p. 70) adds that "the application of the PEI must be monitored and evaluated to identify points for improvement and ensure the quality of educational service". This point highlights the importance of a continuous evaluation process, allowing for necessary adjustments to improve the application of the PEI and maximize its benefits.

Therefore, the critical analysis of the data shows that the IEP is a tool for inclusive education, promoting the academic and social development of students with intellectual

disabilities. However, for its implementation to be effective, it is necessary to address challenges such as the lack of resources and the need for continuous training of educators. The conclusions of Avila and Pletsch (2016), Campos *et al.* (2016), Lima, Ferreira and Silva (2018), Kempinski *et al.* (2015), Mascaro (2020), and Santos (2023) reinforce the importance of an integrated and well-planned approach to the application of the PEI.

EDUCATORS' PERSPECTIVES ON THE PEI

Educators' perspectives on the Individualized Education Plan (IEP) are varied and reflect both the benefits and challenges associated with its implementation. Avila and Pletsch (2016, p. 75) state that "most teachers recognize the importance of PEI for the inclusion of students with intellectual disabilities, highlighting that the personalization of teaching is fundamental to meet the needs of these students". However, despite this recognition, many educators face practical difficulties in applying the IEP.

The interviews and testimonies of teachers reveal a series of perceptions and experiences in the implementation of the PEI. Campos *et al.* (2016, p. 80) reported that "teachers mention the lack of adequate training as a significant barrier. One of the educators interviewed highlighted that 'continuing education is essential for us to adapt our practices and develop effective IEPs, but, unfortunately, we do not always have access to these opportunities'". This testimony illustrates the need for continuous investments in the training of educators to ensure the effectiveness of the IEP.

Another important point is the work overload faced by teachers. Lima, Ferreira and Silva (2018, p. 150) observed that "many teachers report feeling overwhelmed with the elaboration and implementation of IEPs, due to the large number of students and the multiplicity of responsibilities". This feeling of overload can compromise the quality of education offered and the effectiveness of IEPs, highlighting the need for policies that reduce the workload of teachers and provide additional support.

The testimonies also reveal the positive perception of educators about the results of the PEI. Kempinski *et al.* (2015, p. 55) highlight that "one teacher stated that 'when I see the progress of the students, I feel that all the effort is worth it. PEI really makes a difference in their lives.'" This comment demonstrates that, despite the challenges, teachers perceive the positive impact of PEI on the development of students, which motivates the continuity of their work.

Mascaro (2020, p. 135) reinforces this positive perspective, adding that "educators report that the IEP facilitates the identification of the specific needs of each student and allows for individualized monitoring. This results in effective teaching and meaningful inclusion." The effectiveness of PEI in promoting inclusive and personalized education is a highlight in teachers' perceptions.

On the other hand, Santos (2023, p. 75) points out that "some educators face difficulties in implementing the IEP due to lack of resources and insufficient institutional support. One professor mentioned that 'without the proper resources, it is difficult to enforce the IEP effectively. We need more support from the education authorities.'" This statement emphasizes the importance of institutional support for the successful implementation of the IEP, including material and human resources.

Therefore, educators' perspectives on PEI are diverse and reflect both the benefits and challenges of its implementation. The citations of Avila and Pletsch (2016), Campos *et al.* (2016), Lima, Ferreira and Silva (2018), Kempinski *et al.* (2015), Mascaro (2020) and Santos (2023) show that, despite the difficulties, educators recognize the importance of PEI for the inclusion of students with intellectual disabilities and are willing to overcome obstacles to provide quality education. Continuing education, reduction of work overload and institutional support are essential elements for the success of PEI in school practice.

IMPLICATIONS FOR EDUCATIONAL POLICY

The implementation of the Individualized Educational Plan (IEP) has important implications for educational policy, requiring continuous adaptations and improvements to meet the needs of students with intellectual disabilities. Avila and Pletsch (2016, p. 55) highlight that "educational policies must guarantee adequate resources and continuous training for teachers, in order to ensure the effective implementation of the IEP". The availability of material and human resources is essential for schools to adapt their curricula and teaching methodologies.

In addition, Campos *et al.* (2016, p. 60) argue that "the legislation should be updated to include clear guidelines on the preparation and monitoring of the IEP, ensuring the standardization and quality of specialized educational services". The creation of specific standards for the IEP can contribute to greater uniformity and effectiveness in its application, ensuring that all students receive adequate care.

Recommendations for improvements in the implementation of the IEP include the need for investments in assistive technology and school infrastructure. Lima, Ferreira and Silva (2018, p. 140) suggest that "schools should be equipped with assistive technologies that facilitate the learning of students with intellectual disabilities, in addition to physical adaptations that ensure accessibility". These improvements are essential to provide an inclusive and welcoming environment for all students.

Another important recommendation is the continuing education of educators. Kempinski *et al.* (2015, p. 50) state that "teachers need continuous training to understand and apply IEP effectively, including the use of specific technologies and methodologies for inclusive education". Teacher training is essential for educators to be prepared to face the challenges of inclusive teaching and to use IEP effectively.

With regard to suggestions for public policies, Mascaro (2020, p. 125) proposes that "educational policies should include incentive programs for teacher training and the creation of support networks between schools, universities, and non-governmental organizations". Collaboration between different institutions can strengthen the implementation of PEI and provide ongoing support to educators and students.

Santos (2023, p. 65) adds that "it is necessary to establish mechanisms for monitoring and continuous evaluation of the IEP, in order to identify points for improvement and ensure the quality of educational service". The creation of evaluation systems allows policies to be adjusted according to the identified needs, promoting inclusive education.

Therefore, the implications for education policy are diverse and require an integrated approach involving adequate resources, continuous training, and legislative updating. The recommendations of Avila and Pletsch (2016), Campos *et al.* (2016), Lima, Ferreira and Silva (2018), Kempinski *et al.* (2015), Mascaro (2020) and Santos (2023) highlight the importance of investments and continuous improvements for the effective implementation of the IEP, contributing to inclusive and quality education for all students.

FINAL CONSIDERATIONS

This study sought to investigate how the Individualized Educational Plan (IEP) is being implemented in schools and what are the impacts on the teaching-learning process of students with intellectual disabilities. The main findings indicate that PEI is an effective tool to promote the inclusion and academic and social development of these students, as long as it is implemented with the appropriate resources and the necessary support.

It was found that the personalization of teaching, provided by the IEP, has positive results in student engagement and performance. Educators realize that the individualized approach facilitates learning and promotes greater participation in school activities. In addition, students with intellectual disabilities benefit from targeted monitoring, which contributes to their academic and social progress.

However, the survey also revealed significant challenges in implementing the PEI. The lack of adequate material and human resources in schools is a major barrier. The overload of teachers' work and the absence of adequate continuing education compromise the effectiveness of the IEP. These limitations highlight the need for education policies that provide ongoing support and sufficient resources for educators.

Another relevant point is the need for a support network within schools, composed of specialized professionals, such as psychologists and social workers. Collaboration between these professionals and educators is essential to address the multiple needs of students with intellectual disabilities. Without this support network, the implementation of the IEP may become insufficient to serve students.

The contributions of this study are significant in highlighting both the benefits and challenges of the IEP, bringing a clear look at the need for improvements in training and support for educators. The research points out that, despite the difficulties, the PEI can be a powerful tool for school inclusion, as long as it is implemented with the appropriate resources and support.

However, it is evident that more studies are needed to complement the findings of this research. Future research may explore specific strategies for continuing education for educators, as well as the effectiveness of different IEP models in different school contexts. In addition, additional studies can analyze the impact of specific public policies on the success of the IEP, offering recommendations for the continuous improvement of inclusive education.

Therefore, the final considerations of this study reaffirm the importance of IEP as an instrument of inclusion and development for students with intellectual disabilities. The findings suggest that with the right resources and support, PEI can promote inclusive education, benefiting not only students but also educators and the school community as a whole. The continuity and expansion of research on PEI is fundamental to improve its practices and ensure quality education for all.

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